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## **HOW REAL IS REAL? LIFELINE VERIFICATIONS**

Is empirical evidence necessary to validate the LIFELINE experience? Will objective proof convince the skeptics? Are we seeking the existence of an absolute reality? The answer to these questions is, obviously, no. But, like Bob Monroe inquiring into the nature of his early out-of-body experiences, we are rational as well as intuitive beings. Our "left-brain" analytical faculties serve us well and deserve to be rewarded with occasional "facts." Retrieval verifications provide such facts.

For example, we received verification of a retrieval in February during filming for a Japanese TV special (see "Hemi- Lync" in this issue). Teena Anderson, one of our LIFELINE trainers, agreed to be filmed as the subject of a session in our laboratory isolation booth. While demonstrating the various Focus levels during the experiment, Teena was spontaneously called by someone to perform a retrieval. The taping continued as she reported meeting a twenty-three-year-old woman named Elizabeth Wren Taylor who died in an automobile crash on February thirteenth or eighteenth of this year in Doylestown, Pennsylvania.

(The actual names are changed.)

Following the session, the TV commentator and other crew members began attempts to verify this information. A convoluted trail of clues and many hours later, it was confirmed that a woman in her early twenties named Elizabeth Francis Taylor from Doylestown, Pennsylvania, had experienced a death on February thirteenth. However, it was not she who died in the car crash, but her father, in the same town.

Since LIFELINE was first conceived, the notion of forming a research department to verify retrieval information gathered by the program participants was a part of it. The maintenance of such a department requires a level of staff participation beyond our current resources. We are, therefore, seeking volunteer LIFELINE researchers—interested TMI members and associates who are fascinated by this work and who are willing to contribute their investigative skills to the process.